**Perspectives for a Diverse Hawai‘i: Creating a *Perspectives for a Diverse America (PDA)* Literacy Based Integrated Learning Plan that Marries Anti-Bias Social Justice Content with the Rigor of the Common Core State Standards**

**Session Description:** Perspectives for a Diverse America (PDA) is a literacy-based anti-bias curriculum that is aligned to the Common Core Standards for Language Arts and Literacy standards, the newly developed College, Career, and Civic Life (C3) Framework for Social Studies State Standards—and to the Teaching Tolerance Anti-bias Framework (ABF), a groundbreaking set of anti-bias standards. Its Web-based modular design allows for maximum flexibility, customization and differentiation. Educators can use it to plan one lesson or integrate it throughout their scope and sequence. Free of charge, PDA is an excellent resource for schools that are looking for a comprehensive approach to incorporating social and emotional learning into rigorous and relevant academic coursework. Piloted in the State of Hawaii PDA has been vetted by teachers in the HIDOE ([http://www.tolerance.org/sites/default/files/general/PDA\_Hawaii\_Final\_Report.pdf](http://www.tolerance.org/sites/default/files/general/PDA_Hawaii_Final_Report.pdf" \t "_blank)) and it is in line with a number of local initiatives including, philosophy for children Hawai‘i. In this breakout session educators will learn how to use the Web-based curriculum by creating a PDA Integrated Learning Plan of their very own.To learn more about PDA view this short introductory video [https://www.youtube.com/watch?v=bsw39SCzLtE](https://www.youtube.com/watch?v=bsw39SCzLtE" \t "_blank) and visit the PDA website [http://perspectives.tolerance.org/](http://perspectives.tolerance.org/" \t "_blank)

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| **Session Objectives:** | **Objective 1:** Explain the rationale behind the PDA curriculum and how PDA supports teaching and student growth.  **Objective 1:** Describe the PDA Anti-Bias Framework, Central Text Anthology, & Integrated Learning Plan.  **Objective 2:** Use PDA’s Web-based modular platform to design an Integrated Learning Plan.  **Objective 3:** Reflect on how PDA can be used to inform your planning, teaching, and assessment practices. |
| **Session**  **Agenda:** | **Part One – The Social and Cultural Context of Teaching in Hawai‘i (10 min)**  1.     Who are we, and what is the social cultural context of the schools we teach in? (10 minutes)   * Participants and facilitators will use the a “community ball” to take turns sharing:   + Name & School   + What grade/subject to you teach? Describe the social/cultural context that you teach in.   + What are the reasons you came to this session?   + What do you know about the SPLC, TT, and/or PDA? |
| **Part Two – An Introduction to The Southern Poverty Law Center (SPLC), Teaching Tolerance (TT) and Perspectives for a Diverse America (PDA) (30 min)**  1.     The Southern Poverty Law Center (SPLC) & Teaching Tolerance (TT)(3 minutes)   * Facilitators will build on what was shared in part one to provide participants with some background information about the SPLC and TT.   2.     What is PDA? (5 Minutes)   * Participants will watch a short introductory video about PDA. * Facilitators will give a brief overview of the theoretical foundations and rationale behind the creation of PDA using an interactive slide show.   3. The Anti-Bias Framework, The Central Text Anthology, The Integrated Learning Plan (20 minutes)   * Small Group Problem Solving Activity: Participants will work in a small group to organize the K-12 Anti-Bias Framework anchor standards into the four Anti-Bias Framework domains (identity, diversity, justice, and action).   4. The PDA Hawai‘i Pilot Study (3 minutes)   * Alder Olive will talk-story with the audience about participating in the PDA Hawai‘i Pilot Study. |
| **Part Three – The PDA Website and Designing an ILP (40 min)**  1.     A Tour of the PDA Web-based Platform (5 min):   * The Text Anthology and how to use filters * The Integrated Learning Plan   2.     Making and ILP (35 min)   * Facilitators will illicit suggestions from the audience as they walk participants through the process of making an ILP. * Participants will visit the PDA online site on their own computer and establish an account/login (http://perspectives.tolerance.org/). * Participants will have time to experiment with creating a PDA ILP of their very own. |
| **Part Four – Reflection (10 min)**   1. Participants will write a response to the following question: How can PDA be used to inform your planning, teaching, and assessment practices? 2. Participants will use the “community ball” to take turns sharing their reflections out loud. |
| **Additional Resources** | **To Learn More –**   * Read the PDA National Evaluation Study (http://www.tolerance.org/sites/default/files/general/PDA%20Pilot%20Study.pdf) * Read the PDA Hawaii Case Study (http://www.tolerance.org/sites/default/files/general/PDA\_Hawaii\_Final\_Report.pdf) |

http://perspectives.tolerance.org/

1. Get on the site and create an account (username and password)
   1. Go to <http://perspectives.tolerance.org/>
   2. Click “Register.” To register, you need a school/organization. If yours is not in our system already, you'll need to create one first.
   3. Follow the rest of the steps (name, email address, password), and you're registered.
   4. You'll be returned to the login page. Use your email address and new password to log in.
2. Build a learning plan
3. Select grade level
4. Create your essential question, OR suggest **select an essential question** related to one of the domains (See how the essential/compelling question is directly linked to the standard? When you write your own essential questions you will need to use the ‘language demands’ in the standards that you select).
5. **Select a text** or texts that help you teach about the key understandings and language demands in your essential question. Take the time to read through each text.
6. **Write to the source** – pick the writing task that will be your culminating activity. Make sure that the writing task directly relates to the essential question that you developed.
7. **Do something** – like the inquiry arc in the C3 framework you will need to pick the civic action component that students will need to do in reaction to what they learned in the unit.
8. **Word work** – then you start to plan from the beginning. What vocabulary will students need to work on as they engage in this lesson? This is the literacy component related to common core and it is the first lesson of the unit.
9. **Close and critical reading** – this is the second lesson in the unit. This is when students go and make meaning of the text.
10. **Community Inquiry –** now you construct the part of your lesson where the students get to engage with the material as a community of inquiry.